

Waco Charter School

2020-2021

Response to Intervention (RTI) Handbook



Economic Opportunities Advancement Corporation

Waco Charter School
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Table of Contents

POSITION STATEMENT	4
DEFINITION OF RTI	4
BACKGROUND	5
GOALS FOR WCS	6
STUDENT SUPPORT TEAM (SST)	6
BEST PRACTICES	7
PROGRAM GUIDELINES	7
UNIVERSAL SCREENING	7
FORMATIVE ASSESSMENTS	8
DOCUMENTATION	8
REFERRAL TO RTI	8
TIMELINE	9
STRATEGIES	10
CURRICULUM SUPPORTS	12
PROGRAM ORGANIZATION	13
SST MEETINGS	14
PROGRESS MONITORING	15
ACCOUNTABILITY	15
MAINTAINING RTI RECORDS	15
CONFIDENTIALITY	15
STAFF DEVELOPMENT	15
PARENT/GUARDIAN AND COMMUNITY INVOLVEMENT	15
SPEECH AND LANGUAGE	16
FORMS	17
Notice of Interventions	18
Notificación de intervenciones	21
Screening Request	24
Initial Observation Form	25
Classroom Observations	26
Notification of SST/RTI Meeting	27
Parent/Guardian Invitation.....	29
Invitación del padre / tutor.....	30

RTI SST Meeting Checklist/Agenda 31

Parent/Guardian Interview 33

Teacher/Interventionist Interview 35

Tier 1 Case Facilitator Follow-up..... 37

Documentation of Tier 2/Tier 3 RTI/SST Meeting..... 38

Review of Documentation of Tier 2/Tier 3 RTI/SST Meeting..... 44

RtI Documentation: Tier 2/Tier 3 Intervention and Assessment 51

POSITION STATEMENT

Waco Charter School recognizes that federal mandates require the implementation of proactive models of instruction that allow all students to receive effective instruction and behavior interventions in the General Education setting; therefore, in accordance with Special Education policy in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), Waco Charter School provides Response to Intervention (RTI) for pre-kindergarten through grade 5. The purpose of this handbook is to:

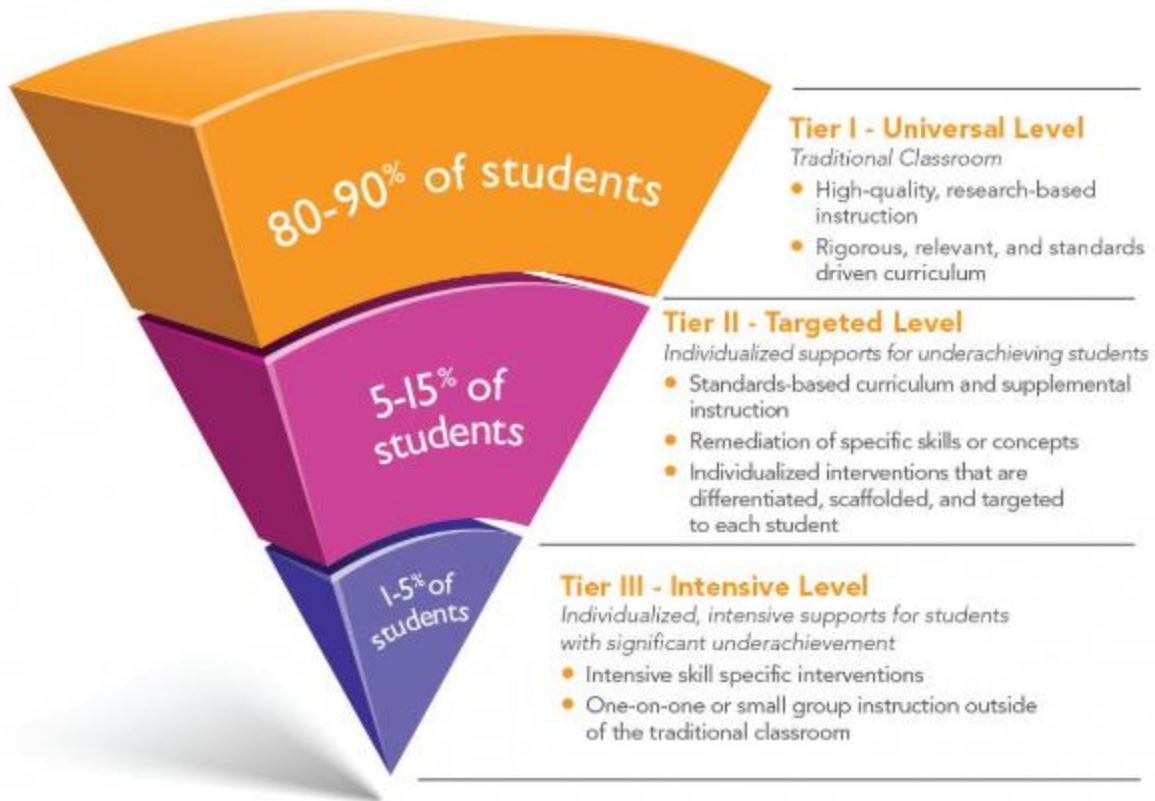
- Familiarize staff, student support team (SST) members, and parents with the RTI process
- Provide information regarding state laws and district guidelines for identifying and serving students in need of supports and interventions

DEFINITION OF RTI

RTI involves supports that include academics, behavior, and social/emotional interventions. RTI is a systematic, problem-solving, and decision-making process designed to provide early and effective responses to children's learning and behavioral difficulties. RTI is a continuum of services including:

- High-quality, scientific, and research-based tiered intervention strategies aligned with an individual student's needs
- Frequent monitoring of student progress to make results-based academic and behavior decisions
- Databased school improvement
- Applications of student response data to make important educational decisions such as those regarding placement, intervention, curriculum, instructional goals, and methodologies

RTI	
IS	IS NOT
<ul style="list-style-type: none">• Prevention Oriented• Dependent on highly effective education• Problem-solving process leading to deeper levels of learning• Schoolwide system of support for all students• Inclusive of academics and behavior• Dependent on exceptionally sound structures and cultures among the professional learning communities	<ul style="list-style-type: none">• A program• Only to identify students for specialized programs• A checklist to follow so students can be identified• Implemented through invitation• A replacement for Special Education evaluation or instruction



Students who may have a disability should be referred for a Full and Individual Evaluation (FIE) for Special Education services. States and Local Education Agencies (LEA) have an obligation and requirement under federal law (34 CFR § 300.111 Child Find) to see that evaluations of children suspected of having a disability are not delayed or denied because of schools using an RtI strategy. The Office of Special Education Programs (OSEP) clarified this issue.

IDEA does not require or encourage a school to use an RTI approach before a referral for evaluation. A Head Start program may refer a student for evaluation to determine if the student is eligible for Special Education and related services. When a school receives a referral from a Head Start program, the school must begin the evaluation process to determine if the child has a disability. IDEA and regulations at 34 CFR §§300.301-300.311 specify the requirements that public schools must use to conduct an initial evaluation to determine if a child has a disability under Part B.

BACKGROUND

RTI was introduced as a Special Education policy in IDEA 2004. RTI is designed as an early intervention to prevent long-term academic failure and reduce unnecessary referrals to Special Education by ensuring that all children in the General Education setting have access to high-quality curriculum and instruction that is provided in a cascade of intensity, match to the student's level of need. The model is not intended to replace Special Education. It has its conceptual roots in Applied Behavior Analysis, Precision Teaching, Diagnostic Prescriptive Teaching, Curriculum-Based Measurement, pre-referral intervention, and data-based decision-

making and team-based problem-solving. RTI relies on evidence-based instructional practices and frequent progress monitoring to provide the data necessary to make decisions about student progress and the need for more intensive intervention.

GOALS FOR WCS

The implementation of activities associated with RTI is expected to have a positive effect on the school. The goal of Waco Charter School's RTI is to encourage and improve inclusion in regular classroom instruction before a referral to Special Education.



STUDENT SUPPORT TEAM (SST)

RTI is a whole-school instructional framework intended to improve instruction and learning for all students. All faculty and staff members share the responsibility for RTI. The SST may include General Education teachers, Special Education teachers, parents, interventionists, specialists, administrators, counselors, and/or evaluation personnel.

The purpose of the SST is to design a support system using the RTI model for students having difficulty in the General Education classroom. Once activated, this process will assist teachers and students by generating classroom instructional recommendations, classroom accommodations, and/or intervention plans. The team may also act as a resource for additional services or programs.

- Campus Administrators (Principal/Assistant Principal) – The Campus Administrators are the instructional leaders of the school. This role is responsible for designating an SST coordinator to oversee meetings and maintain SST records.
- Educational Diagnostician – The Educational Diagnostician is an assessment specialist. This role is responsible for assisting with scheduling decisions, identifying student needs, assisting with intervention decision-making, and assisting with progress monitoring.
- Teachers – Teachers are the most important component of the SST. Teachers provide the bulk of instruction and have the opportunity to observe student progress. Teachers need to be included at every stage of the RTI process. General Education teachers, Special

Education teachers, and Math and/or Reading Specialist will collaborate to implement interventions and progress monitoring.

- Parents/Legal Guardians – Parents or Guardians are an important component of the SST. WCS embraces the belief that the educational processes are more successful when parents or guardians are included as partners in the education of their child. Communication with the parent is necessary to provide and obtain information. They may participate at the meeting or by providing input to school staff. They will be invited to be part of the team. They will also receive information related to learning objectives and progress monitoring.
-

BEST PRACTICES

RTI includes a researched-based curriculum at Tier 1. Tier 2 and 3 are meant to supplement Tier 1, not replace. Universal screenings provide data to determine the most appropriate system of support for each student. All instruction includes evidence-based practices and progress monitoring. Decisions are data-based and instruction is monitored for fidelity.

PROGRAM GUIDELINES

To ensure that appropriate instruction directly addresses students' academic and behavioral needs in the General Education Setting, a multi-tiered service delivery model is used.

- Tier 1: Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS). Interventions are developed based on student needs and are implemented in the general education setting by the classroom teacher. This tier is the crucial foundation of the RTI instructional model. Tier 1 addresses the needs of approximately 80% of the student population.
- Tier 2: The SST committee identifies students for individual or small group intervention in addition to high-quality core class instruction. This level includes scientific, research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. Local established standard protocol matches appropriate intervention strategies to specific student needs. Tier 2 addresses the needs of approximately 10-15% of the student population.
- Tier 3: The SST committee identifies students who have not responded adequately to Tiers 1 and 2. The students are identified to receive custom-designed individual or small group instruction beyond the instruction in Tiers 1 and 2. This intervention is aimed at students who have identified difficulties academically or behaviorally. In addition, the student may be referred for further evaluation under 504 or Special Education services. Tier 3 addresses the needs of approximately 5-10% of the student population.

Students who have not responded adequately to Tiers 1, 2, and 3 will receive a Special Education referral.

UNIVERSAL SCREENING

Universal screening measures are for all students. The screenings are administered on a routine basis. Universal screening will be administered for English Language Arts/Reading (ELAR) and Math at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).

Students who score **at or below the 20th percentile** will be referred to the SST. Universal screeners will include the following components:

Grades K-1

ELAR – phonemic awareness, phonics, vocabulary, listening comprehension, historical data

Math – oral counting, number identification, quantity discrimination, and missing number

Grades 2-5

ELAR – phonemic awareness, phonics, vocabulary, fluency, comprehension, and historical data

Math – concepts and applications, historical data

FORMATIVE ASSESSMENTS

Formative assessments are completed during the process of student learning for all students. Formative assessments may be administered each 6 weeks and/or after completion of unit lessons. Formative assessments include observations, daily work, quizzes, and classroom tests.

DOCUMENTATION

Tier 1: Universal Screening, diagnostics, progress monitoring

Academic – Screeners, Benchmarks, Unit Assessments, quizzes, probes, grades

Behavior – Classroom Management Plan, Parent Contact Log, Discipline Referrals

Tier 2: Baseline data collection, diagnostics, progress monitoring, comparison of pre- and post-assessments

Academic – Screeners, Benchmarks, Unit Assessments, quizzes, probes, grades

Behavior – Classroom Management Plan, Parent Contact Log, Discipline Referrals

Tier 3: Baseline data collection, diagnostics, progress monitoring, comparison of pre- and post-assessments

Academic – Screeners, Benchmarks, Unit Assessments, quizzes, probes, grades

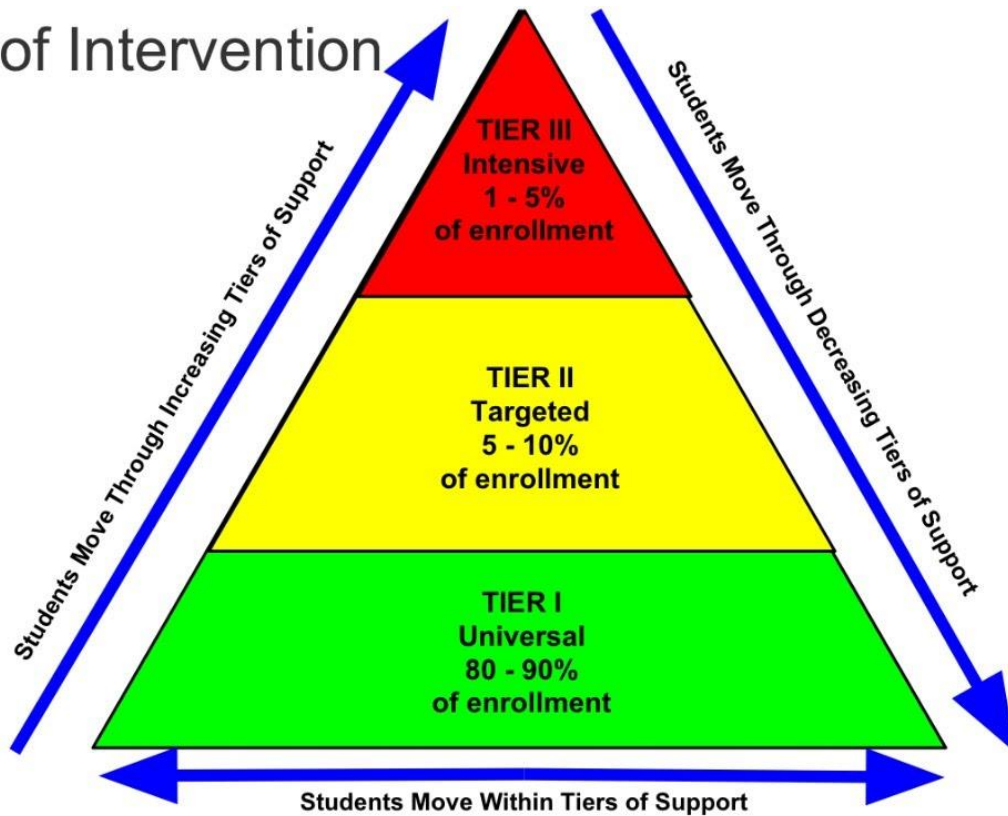
Behavior – Classroom Management Plan, Parent Contact Log, Discipline Referrals

Note: Each Tier includes the same forms of documentation. The frequency of documentation increase based on the Tier and the SST decisions.

REFERRAL TO RTI

Upon initial referral to RTI, the classroom teacher must notify the LEA RTI coordinator. The parent must be notified in writing.

Tiers of Intervention



TIMELINE

Tier 1 intervention is applied throughout the school year to all students. Students who do not meet the established criteria based on assessment data, will receive Tier 2 instruction.

ELAR Instruction: 100 minutes per day
Math Instruction: 50 minutes per day

Tier 2 instruction is applied for 6-12 weeks of face-to-face or virtual instruction. After completion of the 10-12 week window, the SST will utilize assessment data to determine further instructional needs, which may include:

- Exiting Tier 2 intervention if the student can meet assessment goals
- Continuing Tier 2 intervention
- Entering Tier 3 intervention
- Receiving Tier 2 or Tier 3 intervention in Summer School
- Referral to special services (i.e., Dyslexia, Special Education, 504)

ELAR Intervention: Minimum of 30 minutes, 3 times per week
Math Intervention: Minimum of 30 minutes, 3 times per week

Tier 3 instruction is applied for 6 weeks of face-to-face or virtual instruction. After completion of the 10-12 week window, the SST will utilize assessment data to determine further instructional needs, which may include:

- Exiting Tier 3 intervention if the student can meet assessment goals
- Continuing Tier 3 intervention
- Entering Tier 2 intervention
- Receiving Tier 2 or Tier 3 intervention in Summer School
- Referral to special services (i.e., Dyslexia, Special Education, 504)

ELAR Intervention: Minimum of 45 minutes, 5 times per week

Math Intervention: Minimum of 45 minutes, 5 times per week

Note, if at any time, a parent requests evaluation, the RTI coordinator will be notified immediately. The parent will be provided a Notice of Decision and Procedural Safeguards if the SST determines evaluation is not warranted. The parent will be provided a Notice of Evaluation, Procedural Safeguards, and the Guide to the Admission, Review, and Dismissal (ARD) Process, and consent will be requested from the parent or guardian if the SST determines evaluation is necessary. The parent must be provided the documents within 15 school days.

STRATEGIES

ACADEMICS

TIER 3 – 5%

*Intense Support for students at high risk for retention
All Tier I and II strategies PLUS:*

- Reading interventionist
- Math interventionist
- Tutoring
- Section 504
- Special Education
- Dyslexia Intervention
- Reduce small group size

TIER 2 – 15%

*Intermediate Support for struggling students
All Tier I Strategies PLUS:*

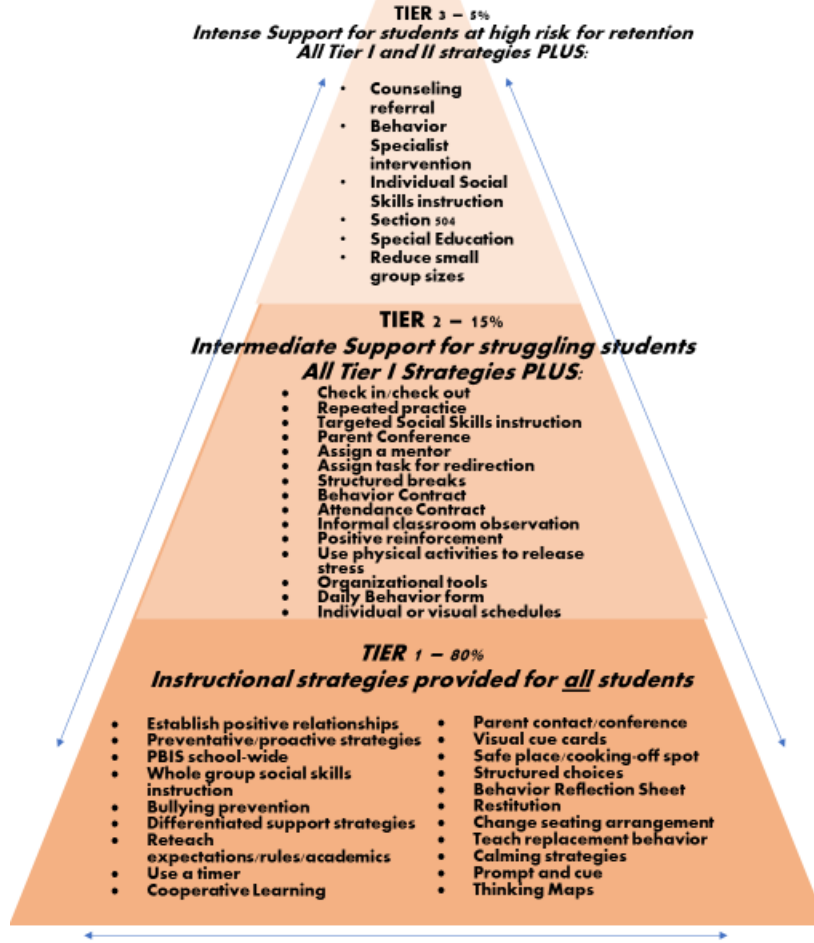
- Fill-in-the-blank notes template
- Frequent opportunities for movement
- Technology tools
- Pre-teach vocabulary
- Provide a copy of text with main ideas highlighted
- Direct, small group instruction
- Increase use of visuals, charts, and models for concept reinforcement
- Check assignments
- Reduce assignments
- Provide a recording of reading assignments
- Provide varied text and materials at different reading levels
- Increase multimodality practice
- Provide a hard copy of class notes
- Vary accepted student responses

TIER 1 – 80%

Instructional strategies provided for all students

- Lead-ward playlists
- Viable, clearly defined curriculum
- Assign buddy/partner
- Use visuals for concept reinforcement
- Multiple flexible groupings
- Divide instruction into short segments
- Provide extended time
- Break down directions, have the student repeat directions
- Cooperative Learning
- Provide clearly written directions with few words
- Anchor new knowledge to previously learned knowledge
- Vary formative assessments to determine mastery
- Integrate real life experiences
- Incorporate review and practice
- Stop often and summaries key elements of instruction
- Thinking Maps

BEHAVIOR



CURRICULUM SUPPORTS

Tier 1				
ELAR	Math	Science	Social Studies	Behavior/Social Emotional
<ul style="list-style-type: none"> • TEKS Resource System (TRS) • English Language Proficiency Standards (ELPS) • Khan Academy Resources 	<ul style="list-style-type: none"> • TRS • ELPS • Khan Academy Resources 	<ul style="list-style-type: none"> • TRS • ELPS • Khan Academy Resources 	<ul style="list-style-type: none"> • TRS • ELPS • Khan Academy Resources 	<ul style="list-style-type: none"> • Classroom management system • School-wide PBIS

Tier 2 (includes Tier 1)

ELAR	Math	Science	Social Studies	Behavior/Social Emotional
<ul style="list-style-type: none"> Accelerated Reader Mentoring Minds Pearson Online Materials Imagine Learning Education Galaxy 	<ul style="list-style-type: none"> Successmaker Mentoring Minds Pearson Online materials Imagine Learning Education Galaxy 	<ul style="list-style-type: none"> Stemscopes 	<ul style="list-style-type: none"> Stemscopes 	<ul style="list-style-type: none"> Parent conferences Social Training Peer modeling Positive reinforcement Behavior Contract

Tier 3 (includes Tier 1 & 2)				
ELAR	Math	Science	Social Studies	Behavior/Social Emotional
•	•	•	•	<ul style="list-style-type: none"> Daily Behavior Chart More frequent positive reinforcement Smaller group Social Training Individual student conferences Check in/check out

PROGRAM ORGANIZATION

	TIER 1: CORE CLASS CURRICULUM	TIER 2: SMALL GROUP INTERVENTION	TIER 3: INTENSIVE INTERVENTION
Focus	All students	Students identified with marked difficulties who have not responded to Tier 2 efforts	Students identified with marked difficulties who have not responded to Tier 1 and 2 efforts
Program	Scientific, research-based curriculum and instruction	Specialized scientific, research-based intervention	Individualized and responsive intervention
Grouping	Individual, group, and whole class instruction	Small group instruction	Individual and small group instruction
Assessment	3-week progress reports, 6 week grading reports	Weekly progress monitoring on targeted skills to consider adequate progress and learning, 3 week progress reports, 6 week grading reports	Weekly progress monitoring on targeted skills to consider adequate progress and learning, 3 week progress reports, 6 week grading reports
Interventionist	General Education teacher	Determined by the SST (i.e., classroom teacher,	Determined by the SST (i.e., classroom teacher,

		specialized teacher, paraprofessional, etc.)	specialized teacher, paraprofessional, etc.)
Setting	General Education classroom	Determined by the SST (i.e., General Education classroom, separate classroom)	Determined by the SST (i.e., General Education classroom, separate classroom)

Tier 1: In Tier 1, the classroom teacher will provide and document ongoing interventions, evidence of progress monitoring, and evaluate the effectiveness of interventions, as needed, for all students in the General Education classroom. The teacher will work collaboratively with other teachers in the grade level or department for support. Requests to move students to Tier 2 are referred to the SST.

Tier 2: In Tier 2, the SST will determine the interventionist, interventions, and recommendations related to the targeted instruction. The General Education teacher and the interventionist will progress monitor, evaluate the effectiveness of interventions, and collaborate for support.

Tier 2: In Tier 2, the SST will determine the interventionist, interventions, and recommendations related to the intensive, individual instruction. The General Education teacher and the interventionist will progress monitor, evaluate the effectiveness of interventions, and collaborate for support.

SST MEETINGS

Referral process:

1. The recommending staff will notify the SST coordinator by providing written student documentation.
2. The recommending staff will notify the parent of his/her concerns.
3. The SST coordinator will schedule a meeting and send written notification to all team members (including a parent/guardian invitation in his/her native language).
4. During the period between the date of the and the meeting, the SST coordinator will collect data from the staff and conduct observations of the student.

Note: Written notification can be electronic.

Meeting agenda:

1. The goal of the SST meeting is to:
 - a. Initial Meeting - conduct problem solving, develop goals, determine interventions, establish a timeline, and determine progress monitoring method.
 - b. Review Meeting – conduct problem solving, review goal progress, determine evidence of response or nonresponse to interventions; determine continuation or discontinuation of goals, determine additional or changes as needed for goals, review progress monitoring, determine the next step in the process, and establish a timeline.
2. The SST will collaborate to complete the SST meeting form.

3. In performing their duties SST members will maintain the confidentiality of student records.

PROGRESS MONITORING

Progress monitoring involves the use of data to track students' progress toward established goals. Progress monitoring is continuous throughout the Tiered process.

- Monitored frequently and repeated across time
- Trends in performance are used to gauge the effectiveness of supports and interventions
- Ineffective intervention plans are changed in a timely manner based on progress monitoring data
- Intervention plans are modified as appropriate to address emerging needs based on progress monitoring data

ACCOUNTABILITY

STAAR: State of Texas Assessment of Academic Readiness (Grades 3-5)

AYP: Adequate Yearly Progress (Grades 3-5)

MAINTAINING RTI RECORDS

All RTI documents are school records. RTI working files are to be maintained in a professional manner. This ensures a record of past interventions for future reference and accountability. All RTI documentation should be kept in the SST student folder. At the beginning of each school year, teachers will receive a copy of the student's SST plan.

CONFIDENTIALITY

Confidentiality will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA).

STAFF DEVELOPMENT

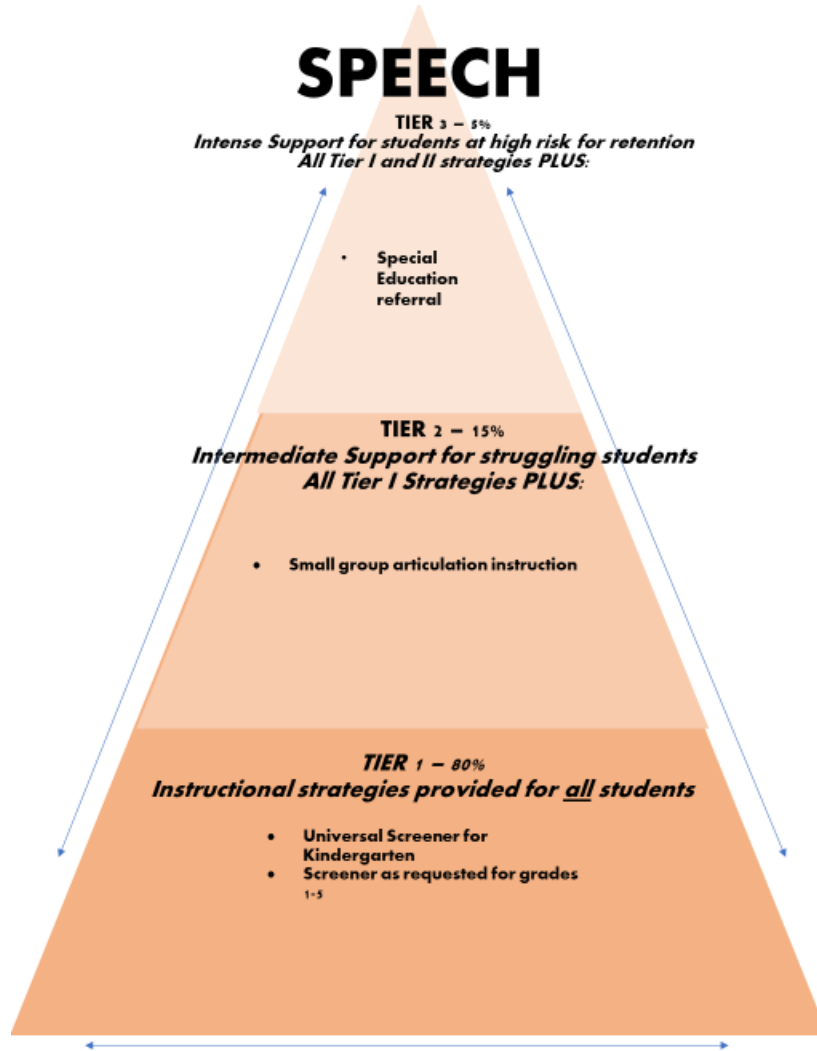
WCS endorses the position that quality staff development cannot be overemphasized. WCS will ensure that all teachers receive ongoing, in-depth staff development for the RTI process and research-based instruction. Orientation and training related to RTI will be provided to explain the RTI model and rules governing the confidentiality of information regarding individual students.

PARENT/GUARDIAN AND COMMUNITY INVOLVEMENT

Parents/Guardians and community members are invited to be a part of the site-based decision committees to provide input related to program implementation, improvement, and evaluation. Community members must play a role that is directly related to the specific student. Community members may include family members, private Speech Therapists, or private Counselors. Written permission must be provided by the parent to include community members.

SPEECH AND LANGUAGE

Universal screenings for students entering kindergarten will be conducted by a Speech Therapist provided parent/guardian consent for screening. Based on screening results, students who are performing below expectations will receive RTI Speech intervention or be referred for further Special Education evaluation. Parent/guardian consent will be requested for RTI services and/or Special Education testing. School staff and/or parents/guardians can request screening for grades 1-5.



FORMS

Notice of Interventions

Date:

Dear _____ :

During this school year, your child has been provided with high-quality instruction in the general education classroom. Additionally, your child has received the following instructional supports this school year: _____ .

Based on your child's needs, she or he will be receiving additional support in _____ through the Response to Intervention (RtI) process, which provides targeted interventions in your child's areas of need. It is anticipated that the following specific interventions will benefit your child:

The duration of the interventions will be _____ .

The time frame in which you will receive a report on your child's progress and the intervention strategies used with your child will be _____ .

If you need more specific information, please contact me at _____ . If you have questions regarding the RtI program, please contact _____ at _____ .

Sincerely,

Amber Crocker
Waco Charter School
Special Education Coordinator
254-754-8169
amber.crocker@eoacwaco.org

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students. If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Amber Crocker
Phone Number: 254-754-8169
Email: amber.crocker@eoacwaco.org

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Amber Crocker
Phone Number: 254-754-8169
Email: amber.crocker@eoacwaco.org

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Notificación de intervenciones

Fecha:

Estimado/a _____ :

Durante el año escolar, se le ha brindado a su hijo/a enseñanza de alta calidad en el salón de clases de educación general. Además, durante este año escolar, su hijo/a ha recibido el siguiente apoyo educativo: _____ .

En función de las necesidades de su hijo/a, él/ella recibirá apoyo adicional en _____ mediante el proceso de Respuesta a la Intervención (RtI, por sus siglas en inglés), que brinda intervenciones dirigidas a atender las áreas de necesidad de su hijo/a. Se espera que las siguientes intervenciones específicas beneficien a su hijo/a: _____ .

La duración de las intervenciones será de _____ .

El marco temporal en el que usted recibirá un informe del progreso de su hijo/a y de las estrategias de intervención utilizadas con su hijo/a será _____ .

Si necesita información más específica, comuníquese conmigo al _____ . Si tiene preguntas en relación con el programa RtI, comuníquese con _____ al _____ .

Atentamente,

Amber Crocker
Waco Charter School
Coordinadora de Educación Especial
254-754-8169
amber.crocker@eoacwaco.org

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto: Amber Crocker
Número de teléfono: 254-754-8169
Email: amber.crocker@eoacwaco.org

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto: Amber Crocker
Número de teléfono: 254-754-8169
Email: amber.crocker@eoacwaco.org

Información adicional:

Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.

- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)
- [Texas Project First](#)

**Waco Charter School RTI
2020-2021
Screening Request**

Date: _____

Dear Parent/Guardian:

At this time, WCS would like to obtain additional information to assist in intervention planning. Specifically we are recommending screening and/or consultative support services to be provided by the following school personnel:

- | | |
|--|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Licensed Specialist in School Psychology (LSSP) |
| <input type="checkbox"/> Interventionist | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> Math Interventionist | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Dyslexia Teacher | |
| <input type="checkbox"/> Speech/Language Therapist | |
| <input type="checkbox"/> Educational Diagnostician | |

We are asking for your permission to proceed. Please sign below and return this form to Amber Crocker at Waco Charter School

If you have questions about this recommendation or would like additional information, please contact Amber Crocker at 254-754-8169.

Sincerely,

Amber Crocker
Waco Charter School
Special Education Coordinator
amber.crocker@eoacwaco.org
254-754-8169

I, _____, give my permission for my child, _____, to be screened by the above WCS service providers.

My child's date of birth is _____.

Parent signature

Date

Date Screened: _____

Screener: _____

Results: _____

Screener Signature

**Waco Charter School RTI
2020-2021
Initial Observation Form**

Core Content Area/Tier 1: Instructional Observation					
Date		Start Time		End Time	
Observer		Referred student		Date	
Teacher		Grade/Subject		# of Students	
Content Area: ELAR		Content Area: Math		Grouping Observed	
<input type="checkbox"/> Phonemic Awareness	<input type="checkbox"/> Comprehension	<input type="checkbox"/> Computation	<input type="checkbox"/> Oral Counting	<input type="checkbox"/> Whole Group	<input type="checkbox"/> One-to-One
<input type="checkbox"/> Phonics	<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Number Identification	<input type="checkbox"/> Small Group	<input type="checkbox"/> Coteaching
<input type="checkbox"/> Fluency	<input type="checkbox"/> Writing	<input type="checkbox"/> Quantity Discrimination	<input type="checkbox"/> Missing Number	<input type="checkbox"/> Partner	
Instructional Objectives/Lesson Activities/Strategies				Student Engagement	
				Differentiation of Instruction	
Features of Effective Instruction		Evidence of Instruction		Classroom Management	
<input type="checkbox"/> Explicit Instruction	<input type="checkbox"/> Modeling				
<input type="checkbox"/> Guided Practice	<input type="checkbox"/> Immediate Feedback				
<input type="checkbox"/> Practice Automaticity	<input type="checkbox"/> Scaffolding				
<input type="checkbox"/> Material Match Student Needs					
Observation of Referred Student's Participation				Corrective Feedback	

Adapted from UTC/TEA 2018 buildingRTI.utexas.org

**Waco Charter School RTI
2020-2021
Classroom Observations**

Student: _____ Grade: _____ Date of Observation: _____
 Teacher: _____ Campus: _____
 Observer: _____ Time of Day: From _____ to _____
 Teacher-Student Ratio: _____ Instructional Level of Lesson: _____

Time on Task: (Circle on task [+] or off task [-] at 10-second intervals.)

+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Class/Subject Observed: (Observation should be in the area of suspected disability.)

<input type="radio"/> English/LA	<input type="radio"/> Reading	<input type="radio"/> Social Studies	<input type="radio"/> Science
<input type="radio"/> Math	<input type="radio"/> Specials	<input type="radio"/> Other:	<input type="radio"/> Other:

Student-Teacher Ratio during Observation Period:

Students: _____	<input type="radio"/> Fewer than 10	<input type="radio"/> 10-15	<input type="radio"/> 16-20	<input type="radio"/> More than 20
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Classroom Arrangement:

<input type="radio"/> Rows of desks	<input type="radio"/> Grouped desks	<input type="radio"/> Tables	<input type="radio"/> Centers	<input type="radio"/> Other:
-------------------------------------	-------------------------------------	------------------------------	-------------------------------	------------------------------

Classroom Interaction with Teacher:	Yes	No	Not Observed	Comments:
Demanded teacher attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Was attentive to instruction/instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Had excessive concern with achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Participated in class discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Responded appropriately to: Praise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Required firm discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Was out of seat without permission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Work Behavior:				
Began tasks promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Had short attention span	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Was easily distracted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Appeared prepared and organized for activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follows oral instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Follows written instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Works effectively in: Small group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Large group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Appears to work to limit of ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Classroom Interaction with Peers:				
Interacts with peers appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Disturbed others: Frequently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Occasionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Not at any time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Comments: _____

Signature of Observer _____ Position _____

**Waco Charter School RTI
2020-2021
Notification of SST/RTI Meeting**

To: _____ Date: _____

Purpose: RtI team meeting to discuss Tier 1 interventions and progress. Please be prepared to present documentation of curriculum, instruction, interventions, and any other data you have collected on the following child to the RtI team.

Student: _____ Grade: _____

Please bring copies of the following, as applicable. Check off each item as it is filed:

- _____ Documentation of Tier 1 Instruction and Interventions form
- _____ Attendance records
- _____ Health screening
- _____ Grades printout
- _____ Photocopies of all standardized and criterion-referenced tests/assessment data
- _____ ARI/AMI/title documentation
- _____ Lesson plans
- _____ Student work samples (e.g, journal, spelling tests, math computation)
- _____ Discipline record printout
- _____ Any other documentation that shows Tier 1 classroom interventions
- _____ Home Language Survey
- _____ Parent conference documentation

If you have any questions, please contact an SST member before your assigned time.

Date: _____ Time: _____

Thank you,

Amber Crocker

Special Education Coordinator

254-754-8169

amber.crocker@eoacwaco.org

**Waco Charter School RTI
2020-2021
Parent/Guardian Invitation**

Today's Date: _____

Dear Parent/Guardian of _____,

Our mission is to ensure that every child succeeds. By now you have likely been informed by school personnel of your child's difficulties in the area of _____.

We are holding a Response to Intervention (RTI) Team/Student Support Team (SST) meeting to discuss better ways to meet the needs of your child. We have scheduled the meeting to be held on _____ at _____ am/pm. The meeting will be held at _____ in _____.

You play an important role in the success of your child and the school welcomes any input you may have. We hope you will agree to join us for this important meeting.

Please sign and return this letter with your child to school. Please indicate your availability to attend. You are welcome to call your child's teacher or the school coordinator if you have any questions.

Thank you for working with us to ensure your child's success.

Sincerely,

Amber Crocker
Waco Charter School
Special Education Coordinator
254-754-8169
amber.crocker@eoacawaco.org

Parent/Guardian, please check one below and return form to school representative.

_____ I will attend the RTI meeting as scheduled.

_____ I will not attend the RTI meeting.

I understand that information from the meeting will be sent home for my review.

Parent/Guardian Signature

Date of Signature

**Waco Charter School RTI
2020-2021
Invitación del padre / tutor**

Fecha: _____

Estimado padre / tutor de _____,

Nuestra misión es asegurar que cada niño tenga éxito. Es probable que hasta ahora el personal de la escuela le haya informado de las dificultades de su hijo en el área de _____.

Estamos celebrando una reunión del Equipo de Respuesta a la Intervención (RTI) / Equipo de Apoyo al Estudiante (SST) para discutir mejores formas de satisfacer las necesidades de su hijo. Hemos programado que la reunión se celebre el _____ a las _____ am / pm. La reunión se llevará a cabo en _____ en _____. Usted juega un papel importante en el éxito de su hijo y la escuela agradece cualquier aporte que pueda tener. Esperamos que acepte unirse a nosotros en esta importante reunión.

Por favor firme y devuelva esta carta con su hijo a la escuela. Indique su disponibilidad para asistir. Si tiene alguna pregunta, puede llamar al maestro de su hijo o al coordinador de la escuela.

Gracias por trabajar con nosotros para garantizar el éxito de su hijo.

Sinceramente,

Amber Crocker
Waco Charter School
Coordinadora de educación especial
254-754-8169
amber.crocker@eoacawaco.org

Padre / Tutor, marque uno a continuación y devuelva el formulario al representante de la escuela.

_____ Asistiré a la reunión de RTI según lo programado.

_____ No asistiré a la reunión de RTI.

Entiendo que la información de la reunión se enviará a casa para mi revisión.

Firma del padre / tutor

Fecha de firma

**Waco Charter School RTI
2020-2021
RTI SST Meeting Checklist/Agenda**

Date: _____

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Parent			
2. Administrator			
3. Classroom Teacher			
4. Special Education Teacher			
5. Specialist			
6. Interventionist			
7. Coordinator			
Problem Identification			
1. Replacement behavior/skill was identified			
2. Data were collected to determine the current level of performance			
3. Data were obtained for benchmark level(s) of performance			
4. Data were collected on current level of peer performance			
5. A gap analysis between the student's current level of performance and peers' current level of performance was conducted			
Problem Analysis			
6. Hypotheses were developed across multiple domains or the function of behavior was completed			
7. Hypotheses were developed to determine if the student was not performing behavior/skill due to a deficit			
8. Data was identified for collection to verify/nullify the hypotheses			
9. Hypotheses were verified with available data (review meetings only)			
Intervention Development/Support			

10. Goals were clearly selected and related direction to benchmarks			
11. Evidence-based interventions were developed based on hypotheses			
12. Criteria for assessing intervention integrity were agreed upon			
13. Frequency and dates of progress monitoring were agreed upon			
14. Criteria for positive response to intervention were agreed upon			
15. An intervention support plan was developed			
16. Intervention support personnel were designated			
17. Meeting dates were agreed upon between intervention support and the classroom teacher			
18. A follow-up meeting was scheduled			

Adapted from Florida Problem-Solving/Response to Intervention Project, 2008

**Waco Charter School RTI
2020-2021
Parent/Guardian Interview**

Parent: _____ Child: _____

Interviewer: _____ Date: _____

WCS would like to get information from you that may help us understand more about how your child learns. This information will be utilized when we meet as a team to discuss your child's needs.

When did you first learn your child's teacher was concerned about your child's learning?

Do you think your child is having learning difficulties? What makes you think so?

What do you think could be related to your child's learning difficulties?

How long has your child been at Waco Charter School? _____

Does your child eat breakfast at home or school? If at home, what does he/she eat before school?

When does your child usually go to bed? _____ P.M.

Wake up in the morning? _____ A.M.

Leave for school? _____ A.M.

Does your child attend afterschool care? Yes No

If yes, where does your child attend afterschool care? _____

Does your child have homework? Yes No

Does your child complete his/her homework? Yes No NA

How long does it take for your child to complete his/her homework?

Does your child have needs related to:

Medication: _____

Allergies: _____

Frequent illness: _____

Medical diagnosis: _____

Sleep problems: _____

Worries: _____

Other: _____

Do you or other family members have learning difficulties in school? If so, tell me about them.

Do you have any ideas that might help the teachers meet your child's needs?

Do you have questions for me?

Adapted from UTS/TEA, 2018, buildingRTI.utexas.org

**Waco Charter School RTI
2020-2021
Teacher/Interventionist Interview**

Date: _____

Student: _____ Teacher: _____

Tell me about the student’s opportunities to learn. What do you know of the student’s educational background? Language background?

Do you know of other possible factors that may be interfering with learning?

- Missed instruction
- Excessive absences
- Excessive tardiness
- Physical needs:
 - Medication
 - Nutrition
 - Sleep
 - Chronic condition
 - Other: _____
- Other factors: _____

What do you think is the difficulty your student is having with learning? Be as specific as possible.

Approximately when did you first notice your student struggling? What made you notice it?

What instructional changes did you make to increase the student’s learning success? What strategies did you try? Make sure to include time and frequency.

How did you reinforce intervention strategies in the content-area instruction?

What strategies does the student use in the content-area instruction?

How have you informed the student's parents/guardians about the services being provided and the strategies to support the rate of learning?

Adapted from UTS/TEA, 2018, buildingRTI.utexas.org

**Waco Charter School RTI
2020-2021
Tier 1 Case Facilitator Follow-up**

Student: _____ Teacher: _____

Case Facilitator: _____ Initial Contact Date: _____

Week _____ **Tier** _____

Are the interventions being implemented as designed? Y / N

If not, why not? _____

Are additional supports/resources needed?

What is intervention outcome? Was there a response to intervention? Y / N

Have there been classroom observations for fidelity? Y / N

Have there been classroom observations for documentation of curriculum, learner, and environmental variables? Y / N

Week _____ **Tier** _____

Are the interventions being implemented as designed? Y / N

If not, why not? _____

Are additional supports/resources needed?

What is intervention outcome? Was there a response to intervention? Y / N

Have there been classroom observations for fidelity? Y / N

Have there been classroom observations for documentation of curriculum, learner, and environmental variables? Y / N

Week _____ **Tier** _____

Are the interventions being implemented as designed? Y / N

If not, why not? _____

Are additional supports/resources needed?

What is intervention outcome? Was there a response to intervention? Y / N

Have there been classroom observations for fidelity? Y / N

Have there been classroom observations for documentation of curriculum, learner, and environmental variables? Y / N

**Waco Charter School RTI
2020-2021
Documentation of Tier 2/Tier 3 RTI/SST Meeting**

Student: _____ Teacher: _____

Case Facilitator: _____ Date of Meeting: _____

Date of Birth: _____ Dominant Language: _____ Grade: _____

Date parent was contacted about RTI referral: _____ By whom? _____

Step 1: Problem Identification Materials

- Tier 1 Instructional strategies used and student outcomes
- Core curriculum support documentation
- Academic engagement strategies documentation
- Student work samples
- Lesson plans/schedules
- Assessments (including but not limited to fluency probes, common assessments, and district benchmarks)
- Additional Tier 1 strategies used
- Any additional data (e.g., attendance and tardy records, parent contacts, conferences)

Step 2: Inventory of Student Strengths and Talents

Step 3: Health and Other Variables Affecting Learning

Documentation indicates:

Specific Reading difficulties:

Specific Writing difficulties:

Specific Math difficulties:

Specific behavioral/emotional difficulties:

Situations in which the difficulties are more severe or minimized:

Other:

Step 4: Selection of Targeted Areas of Intervention

List two targeted concerns:

1. _____

2. _____

Note: Add these concerns to the Targeted Area of Instruction section on the Documentation of Tier 2 or 3 Intervention and Assessment form.

Step 5: Baseline Data Review and Goal Setting

Content area: _____ Instructional level: _____

Goals (expected weekly growth and number of intervention weeks):

Step 6: Design of Intervention Plan

Hypothesis statement: _____

Strategic intervention(s) identified: _____

Where: _____

When: _____

Resources needed:

Interventionist assigned: _____

Data collector (progress monitoring): _____

Step 7: Method of Progress Monitoring

Data collector: _____

Where: _____

When: _____

Fidelity check (date): _____

Step 8: Parent Communication Plan

Parent contact: _____

Time: _____

Step 9: Intervention and Monitoring Review

Members in agreement? ___ Yes ___ No

Follow-up meeting date: _____

Case manager consultation follow-up date: _____

Step 10: Signature record (*All members in attendance sign.*)

Name

Position

	Chairperson/Coordinator
	Teacher of Record
	Case Manager
	Data Manager
	Interventionist
	Team Member
	Team Member
	Parent

**Waco Charter School RTI
2020-2021
Review of Documentation of Tier 2/Tier 3 RTI/SST Meeting**

Student: _____ Teacher: _____

Case Facilitator: _____ Date of Meeting: _____

Date of Birth: _____ Dominant Language: _____ Grade: _____

Date parent was contacted about RTI referral: _____ By whom? _____

Step 1: Problem Identification Materials

- Tier 1 Instructional strategies used and student outcomes
- Core curriculum support documentation
- Academic engagement strategies documentation
- Student work samples
- Lesson plans/schedules
- Assessments (including but not limited to fluency probes, common assessments, and district benchmarks)
- Additional Tier 1 strategies used
- Any additional data (e.g., attendance and tardy records, parent contacts, conferences)

Step 2: Inventory of Student Strengths and Talents

Step 3: Health and Other Variables Affecting Learning

Documentation indicates:

Specific Reading difficulties:

Specific Writing difficulties:

Specific Math difficulties:

Specific behavioral/emotional difficulties:

Situations in which the difficulties are more severe or minimized:

Other:

Step 4: Selection of Targeted Areas of Intervention

List two targeted concerns:

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Note: Add these concerns to the Targeted Area of Instruction section on the Documentation of Tier 2 or 3 Intervention and Assessment form.

Step 5: Baseline Data Review and Goal Setting

Content area: _____ Instructional level: _____

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Step 6: Design of Intervention Plan

Hypothesis statement: _____

Strategic intervention(s) identified: _____

Where: _____

When: _____

Resources needed:

Interventionist assigned: _____

Data collector (progress monitoring): _____

Step 7: Method of Progress Monitoring

Data collector: _____

Where: _____

When: _____

Fidelity check (date): _____

Step 8: Parent Communication Plan

Parent contact: _____

Time: _____

Step 9: Intervention and Monitoring Review

Members in agreement? ___ Yes ___ No

Follow-up meeting date: _____

Case manager consultation follow-up date: _____

Step 9a: Intervention and Monitoring Review

Intervention:

Date Began:

Date Ended:

Person(s) Responsible:

Outcome:

Intervention:

Date Began:

Date Ended:

Person(s) Responsible:

Outcome:

Step 10: Signature record (*All members in attendance sign.*)

Name

Position

	Chairperson/Coordinator
	Teacher of Record
	Case Manager
	Data Manager
	Interventionist
	Team Member
	Team Member
	Parent

**Waco Charter School RTI
2020-2021
RtI Documentation: Tier 2/Tier 3 Intervention and Assessment**

Interventionist: _____ Student: _____ Grade: _____ Tier: _____

Instructional Skill(s)/Level	Date	Day of Week	No. of Minutes	Progress-Monitoring Data
		M T W Th F		
		M T W Th F		
		M T W Th F		

		M T W Th F		